

**THE IMPLEMENTATION OF BRAINSTORMING TECHNIQUE FOR
TEACHING READING AT THE FIRST YEAR STUDENTS
OF SMAN 1 TG. BALAI KARIMUN**



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**THE IMPLEMENTATION OF BRAINSTORMING TECHNIQUE FOR
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OF SMAN 1 TG. BALAI KARIMUN**

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SUPERVISOR APPROVAL

This thesis entitled “*The Implementation of Brainstorming Technique for Teaching Reading at the First Year Students of SMAN 1 Tg.Balai Karimun*”, is written by Dian Suryana NIM. 10414024364. It is accepted and agreed to be examined in the meeting of the final examination committee of graduated degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRAK

Dian Suryana (2011) : “Penerapan Teknik Pengungkapan pendapat dalam Mengajar pelajaran Reading Para siswa Kelas Satu SMAN 1 Tg. Balai Karimun”.

Riset ini mengambil topik " Penerapan teknik Pengungkapan pendapat Di dalam Mengajar pelajaran Reading Para siswa Kelas Satu SMAN 1 Tg. Balai Karimun. Di dalam riset ini, penulis bermaksud mengetahui Bagaimana guru mengimplementasikan teknik Pengungkapan pendapat Di dalam Mengajar pelajaran Reading. Itu dapat dilihat dari gejala sebagai berikut: (1) sebagian dari para siswa merasa bosan mengikuti pelajaran membaca didalam kelas; (2) sebagian dari para siswa nampak tidak termotivasi melakukan membaca kelas; (3) sebagian dari para siswa tidak aktif berpartisipasi di dalam kelas Reading. Populasi dan Sample adalah 4 orang guru.

Subjek penelitian ini adalah penerapan teknik Pengungkapan pendapat Di dalam Mengajar pelajaran Reading. Dan obyek adalah guru yang mengajar Reading pada siswa kelas satu SMAN 1 Tg. Balai Karimun.

Setelah melaksanakan riset itu, telah ditemukan bahwa total jawab " Ya" pada lembar pengamatan adalah 30, dan persentase 62,5%. Dan kemudian, total jawaban " Tidak" pada lembar pengamatan adalah 18, dan persentase adalah 37,5%. Untuk mendapatkan persentase dari data penelitian itu, rumusan yang digunakan adalah:

$$P = \frac{F}{N} \times 100\%$$

Kesimpulannya adalah Implementasi teknik Pengungkapan pendapat Di dalam Mengajar pelajaran Reading Para siswa Kelas Satu SMAN 1 Tg. Balai Karimun tergolong pada kategori “Cukup”

ABSTRACT

Dian Suryana (2011): “The Implementation of Brainstorming Technique for Teaching Reading At The First Year Students of SMAN I Tg. Balai Karimun”.

The research is Entitled ”The implementation of Brainstorming Technique for Teaching Reading at the First Year Students of SMAN I Tg. Balai Karimun. In this research, the writer would like to know how the teacher implements the Brainstorming Technique for Teaching Reading. It can be seen from phenomena as follows: (1) some of the students get bored in attending reading class; (2) some of the students seem not to be motivated doing the reading class; (3) some of the students are not active to participate in reading class. The population and sample are about 4 teachers.

The subject of this research is the Implementation of Brainstorming Technique for Teaching Reading. Meanwile the object is the teachers who teach reading at the first year students of SMAN 1 Tg. Balai Karimun.

After conducting the research, it was found that the total answers of “Yes” observation sheets are 30 items, and the percentage is 62, 5 %. And then, the total answer of “No” observations sheets are 18 items, and the percentage is 37, 5 %. To get percentage of the data investigate, the following formula is used: $P = \frac{F}{N} \times 100\%$.

The conclusion is “The implementation of Brainstorming Technique for Teaching Reading at the First Year Students of SMAN I Tg. Balai Karimun” is categorize into “Enough”

ملخص

ديان سريانا (٢٠١١) تطبيق تقنية تبليغ الرأي في تعليم درس القراءة لطلاب فصل الأول بمدرسة العالية العمومية الحكومية الواحدة تنجع بلي كارمون

هذا البحث موضوعه تبليغ الرأي في تعلم درس القراءة لطلاب فصل الأول بمدرسة العالية العمومية الحكومية الواحدة تنجع بلي كارمون. أما هدف الباحثة من هذا البحث لمعرفة كيف مدرس أن يطبق تقنية تبليغ الرأي في تعلم درس القراءة. ينظر الى الظواهر السابقة: (١) بعض الطلاب ملول في درس القراءة (٢) بعض الطلاب ليس له الدوافع في القراءة (٣) بعض الطلاب ليس فعالية في القراءة. اما المجتمع و العينة ثلاثون طالبا ومبحوثه تطبيق تقنية تبليغ الرأي في تعلم درس القراءة وموضوعه الطلاب فصل الأول بمدرسة العالية العمومية الحكومية الواحدة تنجع بلي كارمون.

قامت هذا البحث هناك نتيجة أن جواب " نعم" من وراقة الملاحظة ٣٠ مادة وفي
مائة ٦٢,٥ % وجواب "لا" ١٨ مادة و في مائة ٣٧,٥ % لتوجد نتيجة تستخدم
الباحثة رموز: $P = \frac{F}{N} \times 100 \%$

من تكوين المشكلة أن تطبيق تقنية تبليغ الرأي في تعلم درس القراءة لطلاب فصل الأول بمدرسة العالية العمومية الحكومية الواحدة تنجع بلي كارمون في طبقة "كافية" ينظر الى نتيجة فعال الطلاب هي ٦٢,٥ %.

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CHAPTER I

INTRODUCTION

A. Background

The Indonesian government has decided English as the first foreign language and as one of the compulsory subject at Indonesia secondary school even up to university. This national policy was taken due to the awareness of the government on the vital role of English language for the international transactions and for access to science and technology. The Indonesian government was sure that mastering English would provide significant contribution for national development.

It is realized that English plays a very important role in the major aspects of life in this globalization era. It is most widely spoken in the world with more than 500 hundred million people. Therefore, it is ready to assume its role as the global language. Its influence is increasing with the advance of information and technology, which has evidently accelerated the explosion of knowledge, increase the speed of communication for various purposes and gradually created as a global culture. This global language will contribute a great deal to one's success in this information era.

One of English teaching is reading. Based on the general objective of teaching reading is to create students' ability in understanding English text effectively and efficiently and the specific objective of teaching reading is to create the students' ability to get general information, specific information from

the text and read for pleasure or for interest. Teacher needs to increase the learners' motivation to learn English by applying simple and interesting technique. One of interesting techniques to teach the language ability (i.e. listening, speaking, reading, and writing) by using brainstorming.

The brainstorming technique context is not lessened by means of the supportive community the teacher's presence is not perceived as a threat, nor is it the teacher's purpose to impose limits and boundaries (Jeffrey Baumgartner, 2005), the teacher is the role to centre his/her student's attention and their need in language with minimal corrective feedback from the teacher.

In general, the aim of teaching reading is to develop the students' ability to read the material, get information and understand about text. The aim of teaching for the reader is to comprehend and to react to what is written. However, their skill is not easy to master because the reader should have ability.

Reading requires a familiarity on the part of the reader with the two fundamental building blocks of the particular language under study, which are structure and vocabulary. Between the two building blocks, structure is more important because if the sentence is not structurally correct, then the reader will not understand the text. However, if he does not know the meaning of a word, he can find it in a dictionary.

In the same case, most of the students as the language learners are passive. A lot of them are shy to use English in real communication. Many of them pay attention to forms and rules when they communicate with others. Most of them do

not practice English in real communication and situations. Only few practice English in the classroom. Most of the learners fail in acquiring English.

Many factors influence the students to gain the instructional objectives of English, such as, the students' learning motivation, attitude and interest, the competence of the English teachers, lack of learning facilities, the students' inadequate basic knowledge, irrelevant method and ineffective implementation of communicative approach and the reluctant English language learners in teaching and learning process. Among those factors, the reluctant language learner and its solution are discussed in this paper.

Reading goals for the students of SMAN 1 Tg. Balai Karimun should include gain word-study and comprehension skill, expanse of interest and improvement of taste, increase the reading speed, and develop the ability to adjust reading to meet the demands of different subject areas.

English has been well known by students in SMAN 1 Tg.Balai Karimun. English KTSP (Educational Unit Level Curriculum) is a curriculum in which school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject. There is on curriculum that is used in SMAN 1 Tg.Balai Karimun. KTSP especially is used to the first until the third grade. It has been applied since 2007 until now.

KTSP has been used by SMAN 1 Tg.Balai Karimun. KTSP curriculum in SMAN 1 Tg.Balai Karimun is allocated 3 meeting X 45 minutes in a week. Teaching English is allocated 14 meeting X 45 minutes. Especially for teaching reading by using KTSP curriculum, teacher-centered activities are dominated in

the classroom, the teachers give the indicators to the students in teaching and learning process, such as; the teachers give the reading materials to the students and the students should understand what the teachers said. In KTSP curriculum, the students should identify the main idea in the paragraph, and the students should get the factual information in the reading text. It means that it needs four weeks to learn English materials in developing reading ability. So, in order to get further causes why the students feel difficult to read English in the classroom, especially in using brainstorming technique, it is needed a research dealing with the teaching and learning English especially in reading.

Based on the fore-mentioned, the writer has done a preliminary observation. The students could not use their logical thinking to get the factual information in reading comprehension, so, they are confused, in using brainstorming to identify parts of speech in reading materials, in the other hand, the students misplaced the correct part of speech in reading material. So that, students' ability in reading comprehension is poor at SMAN 1 Tg.Balai Karimun, the symptoms can be observed as follows:

1. Some of the students get bored in attending reading class.
2. Some of the students seem not to be motivated doing the reading class.
3. Some of the students are not active to participate in reading class.

From the above symptoms, the writer is interested in carrying out a research with a title: **THE IMPLEMENTATION OF BRAINSTORMING TECHNIQUE FOR TEACHING READING AT THE FIRST YEAR STUDENTS OF SMAN 1 TG.BALAI KARIMUN**

B. The Problems

1. The Identification of the Problems

From the above background, it can be identified some problems dealing with the implementation of brainstorming technique for teaching reading at the first year students of SMAN 1 Tg. Balai Karimun.

The identification of the problems is as following questions:

1. Why do the students get confused when the teacher use brainstorming technique to identify parts of speech in reading materials?
2. Why the students do misplaced the correct part of speech in reading materials?
3. Why some of the students still get difficulty in finding the factual information by using brainstorming technique?

2. The Limitation of the Problem

In this research, it is necessary to limit the problems. The problem is focused on the implementation of brainstorming technique for teaching reading at the first year students of SMAN 1 Tg.Balai Karimun.

3. The Formulation of the Problems

“How is the implementation of brainstorming technique by the teacher for teaching reading at the first year students of SMAN 1 Tg.Balai Karimun?”

C. The Definition of Term

The topic of this research is the implementation of brainstorming technique for teaching reading at the first year students of SMAN 1 Tg.Balai Karimun. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research:

1. Implementation is power to affect somebody's character, belief or action through example, fear, admiration, etc. (Oxford: 208)
2. According to Longman, (1992: 42) brainstorming is a group activities in which learners have free and relatively unstructured discussions on assigned topics as a way of generating ideas.
3. *Reading* is a written or printed material of reading. In this research, reading is the text material used in teaching and learning process

D. The Reason for Choosing the Topic

As an international language, people all over the world learn English. Students who learn English should master the four fundamental language skills. In several aspects, students have obstacles in relating their capability among the four basic language skills, especially for the implementation of brainstorming technique for teaching reading.

Therefore, the writer desires to choose this topic for the following reasons:

1. This topic has not been discussed previously.
2. The writer has the ability to make this paper.

3. The writer wants to find out the implementation of brainstorming technique for teaching reading.

E. Objective and the Significant of the Study

1. The objective of the study is as follows:

“To obtain the implementation of brainstorming technique by the teacher for teaching reading at the first year students of SMAN 1 Tg. Balai Karimun”

2. The Needs of the Study

Hopefully, this study contributes worthwhile information to the English teachers especially in teaching and learning process of SMAN 1 Tg. Balai Karimun, on what techniques are supposed to be applied or taught. Besides, it is to fulfill one of the requirements of academic demands and to deepen the writer's ability in teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Implementation

The definition of Implementation is power to affect somebody's character, belief or action through example, fear, admiration, etc. (Oxford: 208), another definition that the writer gets from <http://searchcrm.techtarget.com/sDefinition/0,sid11gci851347,00.html> stated that implementation is the carrying out, execution, or practice of a plan, a method, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

2. Reading

Reading is very important, as it is a mean of seeking knowledge. Reading is one of the four language skills. Edge (1993:105) states that reading, as one of the receptive skills, is the skill necessary in written communication and this is the main motivation for learners. Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

According to Nunan (1990:33) reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes.

Reading is a multi-dimensional cognitive process of decoding symbols for the purpose of deriving meaning (reading comprehension) and/or constructing meaning. Written information is received by the retina, processed by the primary visual cortex, and interpreted in Wernicke's area.

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of language), and comprehension. Readers may use morpheme, semantics, syntax and context cues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory). Other types of reading may not be text-based, such as music notation or pictograms. Reading text is now an important way for the general population in many societies to access information and make meaning.

Reading is a useful activity in which students should have this skill. Understanding reading is not easy thing. We need to have techniques in order to get easy in comprehending reading text. Regarding to Marianne Celce - Murcia (1991;2001):

"Reading is to learn unique thinking skills in which ESLIEFL learners must have ability to comprehend the material from a text by using their own through activities which help them into an outline, be able to find comparison and contrast or cause and effect examples, following an argument in the text, choose relevant topic under discussion."

Besides, by reading we will get science, experience, insight and many others that we do not know before. The aim of teaching reading is to help students develop their ability, so that they can read English text effectively and efficiently, and also enable them to interpret what they are read.

Effective reading is always purposeful Donough and Shaw (1993:102) claims that much of the current thinking on reading tend to focus primarily on the purposes of the activities even if reading is done for pleasure, it is purposeful. In general, the purposes of reading are classified into as follows:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure or interest

In the development of the theory of reading comprehension bottom-up, and top-down processing strategies is important for readers (Nuttal, 1996:17). Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers' understanding of the text will depend on the meaning of the words, sentences, and paragraph. The meaning of the words will contribute to the meaning or a sentence, a sentence to a paragraph and so on.

Reading text analysis involves the careful examination of a text in order to identify the specific elements that will support and or challenge students in their reading (Walter, 2004: 60). In order to understand a text, students need ability. Without ability, students must not be able to analyze a reading text completely.

When this happens, they are presumably not able to comprehend the meaning stated in the text.

In relation to this, Norris (1970) mentions that students' performance or ability in reading covers the following:

1. Vocabulary comprehension
2. Sentence structure and comprehension
3. Paragraph structure
4. Comprehension of the whole reading selection

The person who can help students comprehend a text is a teacher. In this case, Brown (2000:70) states that teaching is showing or helping someone to learn how to do something, giving information, giving instruction, guiding in the study of something, providing with knowledge causing to know or understanding. The teacher is the main factor that much influences the result of teaching and learning process. If the teacher wants their students successful in teaching and learning process, of course, the teacher must know some points that can make them understand the lesson. Here, reading is focused. Therefore, the teacher must know about the strategies and techniques that make the students understand the reading text easily.

Moreover, Brown (1994: 29) says that there are 10 strategies used for reading comprehension:

1. Identifying the purpose in reading.
2. Using Grapheme rules pattern to aid in bottom-up decoding making the correspondence between spoken and written English is one of the

difficulties encountered by students in learning to read. They may need to be given hints and explanations about certain English orthographic rules and peculiarities.

3. Using efficient silent reading technique for relatively rapid comprehension. In this strategy, there are some rules that can help the students increase their efficiency in reading as follows:
 - a. You need to pronounce each word to yourself.
 - b. Try to visually perceive more than one word at a time, preferably phrases.
 - c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.
4. Skimming consists of quickly running one's eyes across a whole text to get the gist. The advantages of this strategy are as follows:
 - a. The students are able to predict the purpose of the passage.
 - b. The students are able to predict the main topic or message.
 - c. The students are able to predict some of the developing or supporting idea.
5. Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask student to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text.

6. Semantic mapping or clustering. This strategy helps the reader provide some orders to chaos. Making maps can be done individually. But they make for a productive group work technique as students collectively induce order and hierarchy to passage.

7. Guessing. The students can use the strategy of guessing to:

- a. Guess the meaning of a word
- b. Guess a grammatical relationship.
- c. Guess a discourse relationship
- d. Infer implied meaning (between the lines)
- e. Guess about a cultural reference.
- f. Guess content message

8. Vocabulary analysis

9. Distinguish between literal and implied meaning.

In this strategy, the students asked to find implied meaning from the passage because not all language can be interpreted appropriately by attending to its literal meaning. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalize on discourse markers to process relationship.

There are many discourse markers in English that signal relationship among ideas expressed through phrases, clauses and sentences. Clear comprehensions of such markers can greatly enhance learners' reading efficiency.

11. Extensive reading

Extensive reading is reading longer texts, usually for pleasure. This is fluency activity, mainly involving global understanding,

12. Intensive Reading

The different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before whether it is worth scanning a particular paragraph for the information that is looking for.

The skill in comprehending the reading text is different from every student, although they read the same material. Therefore, the students should focus on messages, not on grammatical rules. Here, the students' skill in reading comprehension should cover (Fisette, 1993 in Walter, 2004: 75):

1. Retelling passage in own words
2. Talking about the character
3. Recalling the main idea
4. Recalling the supporting details
5. Understanding story sequence
6. Understanding story structure
7. Making inferences

In relation to this, Brown (2004: 206) suggests the features of comprehension as the following ones:

1. The main idea (topic) of the text
2. The expression/idioms/phrases in context
3. The implied details (inference)
4. The grammatical features
5. The details (Specifically stated details)
6. The excluding facts not written (unstated details)
7. The supporting ideas
8. The vocabulary in context

Top-down reading is the process where the reader can find out the information of the text, and understanding the text based on their knowledge about the text. Many readers do not fully understand the text, because they have not appropriate background knowledge about the text. In order to read confidently, students should understand what they are read.

To help the students develop their ability in reading passage in teaching and learning process will involve these phases are; pre-reading, whilst-reading, and post-reading activities.

a. Pre-reading

Pre-reading activity is the activity before reading process, then the aims of this are:

1. To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces to the students about the topic, which they will discuss in English class.
2. To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic, like; what do you know about?
3. To provide some language preparation for the text. In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention the material

b. Whilst-reading

Whilst reading activity is the chore of lesson. What is done in this phase is to development of the students in reading skill. In this phase, the students are divided into group. A group consists of more than two members to discuss the task. Through whilst reading tasks, students are trained how to read the text efficiently. In response to low reading scores among students of English as a Second Language (ESL) in one inner-city school, the teaching techniques of semantic webbing and brainstorming were used to improve student reading skills. Subjects were eight first grade ESL students. Pretests were administered to assess students' levels of reading comprehension and critical thinking. Students then

participated in semantic webbing activities where brainstorming techniques were taught and encouraged. For example, the students use their logical thinking to find out the factual information in reading comprehension, the purpose of the general idea of the reading text by using brainstorming.

c. Post-reading

Post-reading is the activity done by the students with conclude the all of the reading text by using the real of life. They can share the idea of the paragraph, knowledge based on the reading text, etc.

Reading is a process, which is complex between authors with writer, and the messages conveyed between authors to the reader. Here are some factors in reading process:

Internal Factors.

These factors come from students that include all personal factors in addition, these factors can also be classified into: Intelligent (IQ), motivation, attitude and the purpose of reading.

- a. Intelligent, is that reading as thinking and reading as reasoning. It means that it is reading process the reader will remember, understand, difference and compare analyze.
- b. Motivation, is needed by the reader, because if the reader does not have motivation in reading, he /she will not have any willingness in reading.
- c. Attitude. It means that how is the attitude of readers in purpose of reading.

- d. The Purpose of reading. The readers have to know what purpose of reading is, and what the readers get from reading process.

External Factors.

External factors are the factors that come from out side of the students; these factors are as environment, social economic, background, reading facilities and reading habits (Nurhadi, 1987:13)

There are some problems influences toward the reading

- a. Low of speed of reading
- b. The purpose of reading
- c. The students motivation in reading
- d. The students' read speed and effective in reading

3. Brainstorming Technique

From the previous discussion about reading, pre-reading includes brainstorming technique as a group activity in which learners are free and relatively unstructured discussions on an assigned topic as a way of generating ideas.

Brainstorming technique is a group creativity technique designed to generate a large number of ideas for the solution to a problem. The technique was first popularized in the late 1930s by Alex Faickney Osborn in a book called *Applied Imagination*. Osborn proposed that groups could double their creative output by using the brainstorming technique.

Brainstorming technique is the name given to a situation when a group of people meet to generate new ideas around a specific area of interest. Using rules which remove inhibitions, people are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions. The participants shout out ideas as they occur to them and then build on the ideas raised by others. All the ideas are noted down and are not criticized. Only when the brainstorming technique session is over are evaluated the ideas.

This is the traditional way brainstorming technique is done. The aim of this website is to train you in the methods of traditional brainstorming technique and then to move on and discover a series of advanced techniques available to you.

Some other definitions:

1. Brainstorming is a process for generating new ideas.
2. Brainstorming is "a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members" - Alex Osborn.
3. To brainstorm is to use a set of specific rules and techniques which encourage and spark off new ideas which would never have happened under normal circumstances.

Even though you may have several effective brainstorming techniques that does not mean you should constantly use the same ones. To have an effective and highly productive brainstorming session you must constantly change your effective brainstorming techniques.

It is vital that when the brainstorming session's facilitator is selecting group members, team leaders should consider people that have never attended a brainstorm session before. This gives all employees a chance to attend at least one brainstorming session. Use a broad range of selection by inviting as many people from as many different departments in the company as possible. Each member will bring to the brainstorming session a fresh new view from the perspective of their positions. That unique point of view will produce an overwhelming amount of fresh new ideas. Not from just that member but what the member sparks in other members. This is one of the most effective brainstorming techniques you can use.

Team leaders have the sole responsibility to keep groups enthusiastic and filled with positive energy for good ideas. Effective brainstorming techniques do not have to be the standard brainstorming techniques. Team leaders need to be skilled enough to know how to create new effective brainstorming techniques of their own. Think outside the box, dare to come up with radical brainstorming techniques.

Some standard brainstorming techniques are still very successful such as breaking a large group into several small groups. This creates a sense of comfort when members work in small groups. This is also an excellent way to get soft spoken members and members that are shy to participate.

One of the standard effective brainstorming techniques is to reread all ideas to the group giving them the opportunity to expand and improve on the ideas. This technique often leads to another brainstorming technique called Seeding. Seeding

is an idea that springs forth as the result of an idea that has been expanded. Seeding is often the result of a quick and steady flow of ideas. Seeding speeds up the momentum of the ideas yielding a massive amount.

Keep the group awake and motivated by using a brainstorming technique called "Night and Day". Each group member is given a set of words and is asked to write three words that mean the opposite of each word. For example, the opposite of night is day, or the opposite of cloudy is sunny, etc. This brainstorming technique is effective in getting the flow of ideas going again.

Effective brainstorming techniques need to be constantly fresh and new. Make every brainstorming session different from the one before. Keep the group members excited about attending brainstorming sessions. Give members the idea to expect the unexpected this will definitely increase the flow of ideas.

Team leaders should also consider using brainstorming software to give them a never ending flow of effective brainstorming techniques. The software can also be beneficial in planning sessions as well as providing templates for overviews. Using brainstorming software enables a team leader to have an individual brainstorming session.

So there you have it: brainstorming will help you come up with new ideas. And not only will you come up with new ideas but you will do so with surprisingly little effort. Brainstorming makes the generation of new ideas easy and is a tried-and-tested process. Exactly what you apply brainstorming techniques to depends on what you want to achieve. You can apply them to

develop new products, services and processes in your job, or you can apply them to develop your personal life.

You can think of this as either a holistic experience if you are naturally creative, or if you are naturally logical then you can think of it as a process of following logical rules which will stimulate your mind to think of a problem from a different angle.

If you follow the brainstorming rules then brainstorming will work whatever your personal style. Naturally, there are techniques and environments which suit certain people better than others but brainstorming is flexible enough to be able to suit everyone. Whether you do brainstorming with a group of excited colleagues or you do advanced brainstorming by yourself in an isolated room will be up to your personal preference and circumstance. Both will be successful if you read and follow the pages on this website www.brainstormingyahoo.com.

The Purpose of Brainstorming:

The purpose of a brainstorming session is to work as a group to define a problem, and find, through a participatory intervention, the best group decision for a plan of action to solve it.

According to Phil Bartley (2002: 07), there are some procedures of brainstorming as follows:

1. Define the problem
 - a. Ask for suggestions as to what is the most important problem
 - b. No criticism (of anyone's suggestion) by anyone is allowed

- c. Write all the suggested problems on the board
- d. Group together any problems that are similar or related, then
- e. Rearrange them and list them in priority (most important ones at the top)

2. Generate the Goal

- a. Reverse the definition of the problem (it's solution)
- b. The solution to the problem defined above is the goal
- c. Define the goal as the solution to the problem
- d. Write the goal on the board, then
- e. Remind the group that the goal is the one that they selected

3. Define the Objective

- a. Explain the difference between a goal and an objective
- b. The facilitator should know this: (See SMART; an objective is measurable, finite, and has a completion date).

4. Ask the group to suggest objectives

- a. Write all the suggested objectives on the board
- b. No criticism (of anyone's suggestion) by anyone is allowed
- c. Group together any objectives that are similar or related
- d. Rearrange them and list them in priority (most important at top), then
- e. Remind the group that they generated the top objective(s)

5. Identify resources and constraints

- a. Ask the group to suggest resources and constraints
- b. Write all the suggested resources and constraints on the board

- c. No criticism (of anyone's suggestion) by anyone is allowed
 - d. Group together any resources that are similar or related
 - e. Rearrange them and list them in priority (most important at top)
 - f. Remind the group that they, not you, generated the list
 - g. Group together any constraints that are similar or related
 - h. Rearrange them and list them in priority (most important at top), then
 - i. Remind the group that they generated the arrangement of the list
6. Identify a strategy
- a. Ask the group to suggest strategies
 - b. Write all the suggested strategies on the board
 - c. No criticism (of anyone's suggestion) by anyone is allowed
 - d. Group together any strategies that are similar or related
 - e. Rearrange them and list them in priority (most important at top)
 - f. Remind the group that they generated the list

Choose the strategy that remains at the top of the list.

1. Summarize on the board the group decisions:
 - a. the problem
 - b. the goal
 - c. the objectives
 - d. the resources
 - e. the constraints, and
 - f. the strategy

Inform the group that they have produced a Plan of Action. If someone would write down what was decided in each of the above categories, they would

have the essence of a standard planning document. Let them know that they have produced it as a team, and that they "own" the plan.

B. Operational Concept

The theoretical concepts stated above are still in general and in abstract form. Therefore, they are required to be operationally described by a particular word that is easy to measure empirically. Therefore, the operational concept of this study can be seen in the following indicators:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in reading.
3. The teacher asks the students to find out the factual information in reading text.
4. The teacher asks the students to tell the ideas in front of the class.
5. The students use their own language in finding the main idea of paragraph in reading comprehension.
6. The students generate a large number of ideas in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Type

This research is a descriptive research. Sevilla et al (1993: 40) says that this part studies five research methods are; history research method, descriptive method, ex post facto comparative research method, participatory research method. In other words, the descriptive is a part of research methodology, used to summarize the distribution of a variable or more but limited to the sample data and not to be generalized to population. In this research, it is intended to describe the implementation of brainstorming technique for teaching reading at the first year students of SMAN 1 Tg. Balai Karimun.

B. The Location and Time of the Research

The location of this research was at SMAN 1 Tg. Balai Karimun, which is located on Jl. Raja Oesman. The time to conduct of this research was January up to June 2009.

C. The Subject and Object of the Study

The subject of the study is the teachers who teach reading at the first year students of SMAN 1 Tg. Balai Karimun, and the object is the implementation of brainstorming technique for teaching reading.

D. The Population and Sample

The target population of this study includes all the first year students and the teacher who teach reading at MAN 1 Tg. Balai Karimun. The total numbers of students were 30 persons, they were homogenous, and the teacher is 4 persons the writer selected 4 respondents as the sample.

TABLE III.1
The Research Population and Sample

	Population	Sample		Total
		Male	Female	
Class I Language	30	10	20	30
Teacher	4	2	2	4

The reason for choosing the second year students as the population of this research is that based on TEFL, this material is given at the first year of SMAN 1 Tg. Balai Karimun.

E. The Instruments of Data Collection

In order to get some data needed to support this research, the writer observation, it is use to see the implementation of the brainstorming techniques by the teacher for teaching reading at SMAN 1 Tg. Balai Karimun.

F. The Data Analysis Technique

This study is a descriptive study. In this study the expected number of which the percentage is interpreted into qualitative words. The technique is called the qualitative study by percentage. The collective data will be analyzed by qualitative, using following formula:

$$P = \frac{F}{N} \times 100\%$$

Where;

P = Percentage of the students classification in major group

F = Total score of respondents classification in each element

N = The total number of respondent

(Anas Sudjono, 1987: 40)

In measuring the implementation of brainstorming technique for teaching reading at SMAN 1 Tg. Balai Karimun, the data would be categorized by following classification.

Table III.2
The Category of the Students Level of Brainstorming

CATEGORY	PERCENTAGE CLASSIFICATION
VERY GOOD	80% – 100%
GOOD	70% – 79%
ENOUGH	60% – 69%
LESS	50% – 59%

BAD	0 – 49%
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(Arikunto, 1998: 246)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this research, the writer wanted to find out the implementation of brainstorming technique for teaching reading at the first year students of SMAN 1 Tg. Balai Karimun. In order to gather the data, the writer used observation. The observation was implemented in 8 (eight meetings). In this observation, there are ten aspects that based on the procedure of using brainstorming technique. The writer presents the result of the research findings gained through observation. Firstly, the writer determines the percentage by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P= Percentage

F= Frequency

N= Number of respondents (Sudijono, 2003:40)

B. The Data Analysis

In order to present the data about the implementation of brainstorming technique for teaching reading at the first year students of SMAN 1 Tg. Balai Karimun, the writer describes the table regarding to the frequency distribution of each observation. The writer did ten observations. To make the data clearer, it can be seen in table as follows:

TABLE IV.1
OBSERVATION 1

CLASS : 1A
DATE/DAY : 18 May/ Monday
TIME : 2
OBSERVED : Mamik Salatun, S. Pd
SUBJECT : Fried Instant Noodles

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.	√	
2	The teacher generates the important ideas and the students observed the ideas in the reading.	√	
3	The teacher asks the students to find out the factual information in reading text.		√
4	The teacher asks the students to tell the ideas in front of the class		√
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.		√
6	The students generate a large number of ideas in reading comprehension		√
TOTAL		2	4

The table above show the first observation based on the indicator below, for “Yes” answer refers to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.

And for “No” answer refers to:

3. The teacher asks the students to find out the factual information in reading text.
4. The teacher asks the students to tell the ideas in front of the class
5. The Students use their own language in finding the main idea of the paragraph in reading comprehension
6. The students generate a large number of ideas in reading comprehension.

TABLE IV.2
OBSERVATION 2

CLASS : 1A

DATE/DAY : 14 May/ Tuesday

TIME : 1

OBSERVED : Azhar, S. Pd

SUBJECT : The Vacation

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.	√	
2	The teacher generates the important ideas and the students observed the ideas in the reading.	√	
3	The teacher asks the students to find out the factual information in reading text.	√	
4	The teacher asks the students to tell the ideas in front of the class		√
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.	√	
6	The students generate a large number of ideas in reading comprehension	√	
TOTAL		5	1

The table above show the second observation based on the indicator below:

For “Yes” answer refers to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.
3. The teacher asks the students to find out the factual information in reading text.
4. The Students use their own language in finding the main idea of the paragraph in reading comprehension
5. The students generate a large number of ideas in reading comprehension.

And for “No” answer refers to:

6. The teacher asks the students to tell the ideas in front of the class

TABLE IV.3
OBSERVATION 3

CLASS : 1A

DATE/DAY : 15 May/ Friday

TIME : 2

OBSERVED : Dra.Suzzanna, S. Pd

SUBJECT : Visit To The Police and Justice Museum

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.	√	
2	The teacher generates the important ideas and the students observed the ideas in the reading.	√	
3	The teacher asks the students to find out the factual information in reading text.	√	
4	The teacher asks the students to tell the ideas in front of the class		√
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.		√
6	The students generate a large number of ideas in reading comprehension		√
TOTAL		3	3

The table above show the third observation based on the indicator below,

For “Yes” answer refers to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.
3. The teacher asks the students to find out the factual information in reading text.

And for “No” answer refers to

4. The Students use their own language in finding the main idea of the paragraph in reading comprehension
5. The students generate a large number of ideas in reading comprehension.
6. The teacher asks the students to tell the ideas in front of the class

TABLE IV.4
OBSERVATION 4

CLASS : 1A
DATE/DAY : 18 May/ Monday
TIME : 2
OBSERVED : Mamik Salatun, S. Pd
SUBJECT : Spoof

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.	√	
2	The teacher generates the important ideas and the students observed the ideas in the reading.	√	
3	The teacher asks the students to find out the factual information in reading text.		√
4	The teacher asks the students to tell the ideas in front of the class		√
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.		√
6	The students generate a large number of ideas in reading comprehension	√	
TOTAL		3	3

The table above show the fourth observation based on the indicator below,

For “Yes” answer refers to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.
3. The students generate a large number of ideas in reading comprehension.

And for “No” answer refers to

4. The teacher asks the students to find out the factual information in reading text.
5. The Students use their own language in finding the main idea of the paragraph in reading comprehension
6. The teacher asks the students to tell the ideas in front of the class

TABLE IV.5
OBSERVATION 5

CLASS : 1A
DATE/DAY : 21 May/ Tuesday
TIME : 2
OBSERVED : Lili Reinawati, S. Pd
SUBJECT : Dances

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.	√	
2	The teacher generates the important ideas and the students observed the ideas in the reading .	√	
3	The teacher asks the students to find out the factual information in reading text.	√	
4	The teacher asks the students to tell the ideas in front of the class	√	
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.	√	
6	The students generate a large number of ideas in reading comprehension	√	
TOTAL		6	0

The table above show the fifth observation based on the indicator below,

For “Yes” answer refers to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.
3. The teacher asks the students to find out the factual information in reading text.
4. The Students use their own language in finding the main idea of the paragraph in reading comprehension
5. The students generate a large number of ideas in reading comprehension.
6. The teacher asks the students to tell the ideas in front of the class

TABLE IV. 6
OBSERVATION 6

CLASS : 1A
DATE/DAY : 22 May/ Friday
TIME : 2
OBSERVED : Azhar, S. Pd
SUBJECT : Piranha

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.		√
2	The teacher generates the important ideas and the students observed the ideas in the reading.		√
3	The teacher asks the students to find out the factual information in reading text.		√
4	The teacher asks the students to tell the ideas in front of the class		√
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.	√	
6	The students generate a large number of ideas in reading comprehension		√
TOTAL		1	5

The table above show the sixth observation based on the indicator below,

For “Yes” answer refers to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.
3. The teacher asks the students to find out the factual information in reading text.
4. The students generate a large number of ideas in reading comprehension.
5. The teacher asks the students to tell the ideas in front of the class

For “No” answer refers to:

6. The Students use their own language in finding the main idea of the paragraph in reading comprehension

TABLE IV. 7
OBSERVATION 7

CLASS : 1A
DATE/ DAY : 25 May/ Monday
TIME : 1
OBSERVED : Dra. Suzzanna, S. Pd
SUBJECT : The Model Millionaire

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.	√	
2	The teacher generates the important ideas and the students observed the ideas in the reading .	√	
3	The teacher asks the students to find out the factual information in reading text.	√	
4	The teacher asks the students to tell the ideas in front of the class	√	
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.		√
6	The students generate a large number of ideas in reading comprehension		√
TOTAL		4	2

The table above show the seventh observation based on the indicator below,

For “Yes” answer refers to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.
3. The teacher asks the students to find out the factual information in reading text.
4. The teacher asks the students to tell the ideas in front of the class

For “No” answer refers to:

5. The Students use their own language in finding the main idea of the paragraph in reading comprehension
6. The students generate a large number of ideas in reading comprehension.

TABLE IV.8
OBSERVATION 8

CLASS : 1A
DATE/ DAY : 28 May/ Tuesday
TIME : 2
OBSERVED : Dra. Suzzanna,S. Pd
SUBJECT : US. Redesigning Atomic Weapons

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.	√	
2	The teacher generates the important ideas and the students observed the ideas in the reading.	√	
3	The teacher asks the students to find out the factual information in reading text.	√	
4	The teacher asks the students to tell the ideas in front of the class	√	
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.	√	
6	The students generate a large number of ideas in reading comprehension	√	
TOTAL		6	0

The table above show the last observation based on the indicator below,
For “Yes” answer refes to:

1. The teacher asks the students about the ideas in the reading text.
2. The teacher generates the important ideas and the students observed the ideas in the reading.
3. The teacher asks the students to find out the factual information in reading text.
4. The Students use their own language in finding the main idea of the paragraph in reading comprehension
5. The students generate a large number of ideas in reading comprehension.
6. The teacher asks the students to tell the ideas in front of the class

C. The Data Analysis

1. The Implementation of Brainstorming in Teaching Reading

In the data analysis, the writer has presented the data gathered in the research. So that in this chapter the writer will analyze them based on the last chapter. According to the title of this chapter “The implementation of brainstorming technique for teaching reading at the first year students of SMAN 1 Tg.Balai Karimun”, the writer will analyze the implementation of brainstorming technique for teaching reading.

TABLE IV.9

Observation Percentage Recapitulation of The Implementation of Brainstorming In Teaching Reading At The First Year Students of Sman 1 Tg. Balai Karimun

NO	RESULT OF OBSERVATION	F	P
1	YES	30	
2	NO	18	
TOTAL		48	100%

To get the percentage of the data investigate, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of the teacher and students classification in major group

F = Total score of respondents classification in each element

N = The total number of respondent

YES : The activities that done by the teachers and students

NO : The activities that are not done by the teachers and students

$$1. \text{ The answer "YES"} = \frac{30}{48} \times 100\% = 62,5\%$$

$$2. \text{ The answer "NO"} = \frac{18}{48} \times 100\% = 37,5\%$$

Based on the table above, the answer "YES" is thirty times and the answer "NO" is eighteen times. The highest answer is "YES" (62.5%), while the answer "NO" is (37.5%)

Based on the formulation of the problems "How is the implementation of brainstorming technique by the teacher for teaching reading at the first year students of SMAN 1 Tg.Balai Karimun?".

The writer concludes that the implementation of brainstorming technique by the teacher for teaching reading at the first year students of SMAN 1 Tg.Balai Karimun can be categorized into **"Enough"** because the activities that have been done by the teachers and students are 62.5% and otherwise the activities that have not been done by the teachers and students are 37.5%.

CHAPTER V

THE CONCLUSION AND THE SUGGESTION

A. The Conclusion.

Based on the result of the data analysis in chapter IV, the conclusion can be seen as follow:

After doing the research and analyze the data that were taken from Observation, the writer found that the answer “YES” is 30 or 62.5% and the answer “NO” is 18 or 37.5%. The writer concludes that the implementation of brainstorming technique by the teacher for teaching reading at the first year students of SMAN 1 Tg.Balai Karimun can be categorized into “**Enough**” because the activities that have been done by the teachers and students are 62.5% and otherwise the activities that have not been done by the teachers and students are 37.5%.

B. The Suggestion

After implementing the research and the writer has found very important information dealing with the implementation of brainstorming technique by the teacher for teaching reading, the writer would like to give some suggestions for the English teachers and also for the students as follow:

1. Suggestion for Teacher

- a. The teachers are required to use technique in teaching reading to make the students interest

- b. The teacher should be creative in selecting the technique that can be used in teaching and learning process in order to get students' attention.
- c. Do not feel tired using brainstorming technique, because it will make them feel comfort in learning process
- d. Give the students motivation in learning English

2. Suggestion for The Students

- a. Learn English seriously for all of languages skill will make you know more about it.
- b. Practice is the key in English, do homework and the task that is given
- c. Do not be shy to ask your teacher when you do not understand the lesson, or you want to ask something that is related to the lesson
- d. Do not be afraid making mistakes because mistake is a part in learning
- e. Do not be shy to ask to another friend that is more understand about the lesson if you do not understand the lesson.
- f. Reach vocabulary by reading, listening or watching that has relation with English

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APPENDIX 1

Observation Form

Class :

Date/Day :

TIME :

Observed :

Subject :

NO	SUBJECT INDICATORS	ALTERNATIVE ANSWER	
		YES	NO
1	The teacher asks the students about the ideas in the reading text.		
2	The teacher generates the important ideas and the students observed the ideas in the reading.		
3	The teacher asks the students to find out the factual information in reading text.		
4	The teacher asks the students to tell the ideas in front of the class		
5	The Students use their own language in finding the main idea of the paragraph in reading comprehension.		
6	The students generate a large number of ideas in reading comprehension		
TOTAL			